

School of Education

PROFESSIONAL EXPERIENCE Handbook

**Teaching and Learning 6
ETP320/426**

ETP320 Bachelor of Teaching and Learning

ETP426 Graduate Diploma of Teaching and Learning



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This handbook is available at <http://eschool.cdu.edu.au>

Foundations of professional experience

The Charles Darwin University (CDU) Teaching and Learning courses aim to graduate teachers who are professional, caring, competent and “workplace ready”, who can support and enhance student learning in a diversity of settings now and in the future.

Principles underpinning Teaching and Learning courses at CDU include:

- Practices that ensure graduating students are competent, caring and inspiring teachers and leaders
- Critical partnerships to enable collaboration, reflection and accountability
- Pedagogy and leadership that is evidence-based, learning-centred and futures-orientated
- Learning that is informed by local and global knowledge perspectives in collaboration with families, communities and children
- Learning environments that demonstrate and inspire respect for, and understanding of, the value systems within Indigenous cultures
- A teaching and learning orientation that is responsive, creative, innovative and entrepreneurial in both local and global contexts
- Professional communities of practice that reflect and support sustainability and excellence in a range of contexts
- Flexible and supportive learning pathways that provide expanded opportunities for learning
- Processes that ensure continuous improvement through rigorous internal and external evaluation

And in addition

- Australian Indigenous perspectives are embedded across the CDU education courses. Indigenous perspectives are scaffolded through the professional experience components and across most teaching and learning units.

For more information about Australian Indigenous perspectives visit:
www.cdu.edu.au/library/subjectguides/saiks/indigenous.html.

About professional experience

Overview

Professional Experience in schools and other educational settings helps develop the professional knowledge, skills and attitudes needed for beginning teachers.

The Professional Experience component of the Bachelor of Teaching and Learning and the Graduate Diploma of Teaching and Learning provides a developmentally sequenced program of practical studies that is integrated with theoretical, evidence-based knowledge within the core Teaching and Learning and Curriculum units.

The Professional Experience and in school placement strand promotes learning about professional contexts, about educational settings and practices, about schools and other educational settings such as pre-schools, and most importantly about teaching and learning strategies that foster students' growth and development.

The Charles Darwin University (CDU) Professional Experience program has been developed in partnership with key schools and education authorities, particularly the Northern Territory Department of Employment and Education, collaborating Independent Schools and the NT Catholic Education Office. It is designed to ensure that preservice teachers are well prepared to meet the professional requirements of teaching as indicated in the *Northern Territory Teacher Registration Board Competencies for Graduating Teachers*.

In-school experience

CDU Teaching Schools

CDU Teaching Schools are located in the Northern Territory. These schools have worked closely with CDU in the development of the Professional Experience for CDU students. They host a number of students (approximately 6 to 12). They are NT Department of Education and Employment schools and three collaborating Independent schools. These schools are supported by a Teaching Schools Coordinator. This is a DEET funded position based in the Professional Experience Office in the School of Education at CDU.

CDU Professional Experience Schools

CDU has strong partnerships with a range of schools in the NT and beyond. Darwin and Alice Springs based students can seek placements in Catholic, Independent and Christian Schools. CDU has strong partnerships with all key NT education providers.

External students

CDU has external students located all over the Northern Territory and throughout Australia and internationally – in Asia, the US, UK and Middle East and our host schools are similarly dispersed. Most Schools will host just one or two students for Professional Experience placements. CDU students normally complete their in-school Professional Experience in their home towns.

CDU values the on-going contribution that schools make to the development of teacher education programs to ensure that they provide optimum opportunities for students to become professional, reflective, and competent educators.

Remote School Placements

CDU welcomes students who want to complete school placements in remote communities. We have partnerships with a number of schools that can provide accommodation while students are participating in Professional Experience.

Role descriptions

Support for preservice teachers studying at CDU is facilitated by a Professional Experience Director, a Teaching Schools Coordinator, Placement Coordinators, Mentor Teachers and Professional Learning Leaders (in some schools).

The Director of Professional Experience oversees all professional experience placements, particularly interstate and overseas placements and also placements in Northern Territory Catholic, Independent and Christian schools.

Dr Lorraine Connell
P: 08 8946 6149
F: 08 8946 6151
E: lorraine.connell@cdu.edu.au

The Teaching Schools Coordinator supports Darwin and Alice Springs students based in Teaching Schools. She also supports Professional Learning Leaders in their work with preservice teachers and liaises between the Northern Territory Department of Education and Training and CDU. Professional Learning Leaders are located in DET Teaching Schools, DET partner schools and three collaborating Independent schools.

Kate Fegan
P: 08 8946 6641
F: 08 8946 6151
E: kate.fegan@cdu.edu.au

The CDU Placement Coordinators facilitate the administration of school placements for all preservice teachers including collecting professional experience checklists, professional experience evaluation records and organising payments for mentor teachers.

Anita Young (BTLP)
P: 08 8946 7187
F: 08 8946 6151
E: anita.young@cdu.edu.au

Pam Smith (GDTL)
P: 08 8946 6069
F: 08 8946 6151
E: pamela.smith@cdu.edu.au

Mentor teachers

A mentor teacher is the classroom teacher who supports development of a preservice teacher's teaching skills by facilitating learning through modelling and professional conversations. Professional conversations are likely to be about:

- expectations of all stakeholders
- classroom dynamics
- classroom management (programming, behaviour management)
- availability of curriculum materials and teaching, assessment, reporting and evaluation
- accessing school facilities and equipment.

Mentor teachers also:

Engage the preservice teacher in collaborative teaching

Talk in a reflective way about teaching practices

Help initiate the preservice teacher into the culture of the educational context and community

Undertake some modelling, scaffolding and coaching

Support collection of evidence for meeting professional teaching requirements

Provide written and oral feedback on classroom teaching experiences

Facilitate adjustment to the class, the school and school community

Engage in reflective practice and evaluation of teaching experiences

Liaise with the Professional Learning Leader (Darwin and Alice Springs CDU Teaching Schools only) and/or Director of Professional Experience as necessary

Ensure that appropriate “at risk” procedures are followed if applicable, and it is best to start this process early in the placement if necessary.

More details about these support roles can be found at:
<http://eschool.cdu.edu.au/roles/pll.htm>.

Teaching Schools in Darwin and Alice Springs may also have a Professional Learning Leader (PLL)

The PLL:

- Manages the operations of the Teaching School
- Works in partnership with the academic staff of the School of Education to support preservice teacher professional experience and learning
- Delivers “on-site tutorials” that support the Teaching School experience
- Provides advice and guidance to mentor teachers and preservice teachers in completing their professional experience
- Appraises and reports on student performance.

Selecting your in-school placement

Students in Darwin, Palmerston and rural and Alice Springs

Teaching and Learning students who live in the Darwin, Palmerston and rural or Alice Springs (both internal and external) must work through the CDU Professional Experience Office to select and confirm all placements. Normally Preservice teachers will be placed in the same school and with the same mentor teacher for both Semesters 1 and 2.

Darwin, Palmerston and Alice Springs-based students can choose from a number of host Teaching Schools and other Independent, Catholic and Christian schools.

Contact with the Professional Experience Office is made through the Professional Experience Placement Coordinators.

External students (across Australia and beyond)

If you are enrolled as an external student in Teaching and Learning and living outside Darwin, Palmerston and Alice Springs, you are responsible for organising your own school placement, including the selection of your school.

1. First contact the principal of a local school (relevant to your chosen specialty teaching area) to determine his or her willingness to host your in-school placement. If you are participating in professional experience for the whole year, it is preferable that you organise a placement with the same school and mentor for Semesters 1 and 2.
2. When you have located a school and have the consent of the principal, you need to negotiate placement in a classroom with a mentor teacher. Generally, no family member should be on the staff of the school. Generally, no family member should be attending the school. Sometimes this may be waived depending on your location (in a town where there is just one school for example), and in negotiation with the principal and the Professional Experience Office. Normally though, no family member should be in the class you are teaching.
3. You then need to complete and return by email, post or fax the Professional Experience Placement Form. This form is located at the eschool site: <http://eschool.cdu.edu.au>

4. Once this information is received, the Professional Experience Office will confirm the placement with the school and provide relevant information re the placement, CDU procedures and mentor teacher payment forms.
5. Please ensure your mentor teacher has access to the eschool site: <http://eschool.cdu.edu.au>. This site outlines the Teaching and Learning units and assessment requirements.
6. Please ensure that your mentor teacher has a copy of this Professional Experience Handbook. All handbooks are available at: <http://eschool.cdu.edu.au>.

A CDU lecturer, as part of the professional experience team, will endeavour to visit your capital city (and some regional centres) at least once a semester. Information concerning dates of visits will be communicated via email.

Working with children/police check

All preservice teachers require a current criminal history check or a “working with children check” before attending any school.

You must organise for the results of the police check and/or ‘working with children’ check to be forwarded to the Professional Experience Office at CDU. A copy of the police check must also be provided to the host school on the first day of your professional experience.

You cannot start an in-school placement until your police check is clear and finalised. This may take up to six weeks.

External students should check with the principal of their chosen school what regulations apply in their state or jurisdiction.

Mentor teacher payment

CDU pays all mentor teachers for their role in supervising professional experience for preservice teachers.

Mentor teachers are able to access the payment contracts on the eschool site W: <http://eschool.cdu.edu.au>. Download the form and lodge it together with a tax declaration form at the completion of the placement. Tax forms are available from Post Offices or School Administration Offices. Send to:

CDU Placement Coordinator
Professional Experience Office, School of Education Building Blue 5
Charles Darwin University NT 0909
Or F: 08 8946 6151

All enquiries can be directed to the CDU Placement Office P: 08 8946 6069

The in-school placement form

Preservice teachers are asked to complete the in-school placement form available at: <http://eschool.cdu.edu.au>.

The introductory profile

The purpose of the introductory profile is to initiate the relationship between the preservice teacher and the host school. It assists Professional Learning Leaders and/or school leaders to select an appropriate mentor teacher for the duration of the professional experience. Both

the in-school placement form and introductory profile should be submitted electronically to pamela.smith@cdu.edu.au. In addition, students studying outside the Darwin and Alice Springs must supply a copy of the introductory profile to the school principal to assist with mentor teacher selection.

The Introductory Profile is available at: <http://eschool.cdu.edu.au>

This **CHECKLIST** is to assist in selecting a professional experience placement with a host school and to ensure all necessary steps are completed.

Professional experience application checklist	
Students studying and living in the Darwin, the Palmerston and Alice Springs areas	Students studying and living elsewhere
<p>Have you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contacted the CDU Professional Experience Office to register your need for a professional experience placement? <input type="checkbox"/> applied for your working with children/ police check? <input type="checkbox"/> visited the eschool site and completed the placement form and introductory profile and emailed it to pamela.smith@cdu.edu.au? <input type="checkbox"/> checked with the CDU Professional Experience Office in Semester 1 Week 4 of the Higher Education calendar to know your host school? <input type="checkbox"/> made contact with your host school and made an appointment to meet with your mentor teacher and professional learning leader (where applicable) before the Semester 1 professional experience? <input type="checkbox"/> provided a copy of your police check to the CDU Professional Experience Office before starting your placement in the host school? <input type="checkbox"/> provided a copy of your police check to the principal of your host school? <input type="checkbox"/> ensured that your mentor teacher has a copy of this Professional Experience Handbook? These are available from the CDU Professional Experience Office or online at the eschool. 	<p>Have you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contacted the principal of a local school to determine his or her willingness to host your professional experience? <input type="checkbox"/> applied for your working with children/ police check according to the regulations of your state or Territory? <input type="checkbox"/> visited the eschool site and completed the placement form and introductory profile and emailed it to pamela.smith@cdu.edu.au? <input type="checkbox"/> given a copy of your introductory profile to the principal of your host school? <input type="checkbox"/> made contact with your host school and made an appointment to meet with your mentor teacher before the professional experience? <input type="checkbox"/> provided a copy of your police check to the CDU Professional Experience Office before starting your placement in the host school? <input type="checkbox"/> provided a copy of your police check to the principal of your host school? <input type="checkbox"/> shown your mentor teacher where to access the CDU eschool site and directed him or her to the sections that are relevant? <input type="checkbox"/> ensured that your mentor teacher has a copy of this Professional Experience Handbook? These handbooks are available at W: http://eschool.cdu.edu.au/.

Linking theory and practice: Where professional experience fits in your course

The following indicates how and when the professional experience component of study is linked across the course for Northern Territory students. This aligns with NT school terms. It may vary depending on your State, study mode and pathway.

2009 PROFESSIONAL EXPERIENCE CALENDAR

	Calendar Week	Higher – Ed Semester 1 and 2	School Weeks	Bachelor of Teaching & Learning 1 st Year ETP 110/ETP120	Bachelor of Teaching & Learning 2 nd Year ETP210/ETP220	Bachelor of Teaching & Learning 3 rd Year/ 4 th Year ETP 310/ETP 320	Double Degree (DD) 1 st Year Education ETP 110/ETP120	ETP Double Degree (DD) Final Year of Education ETP 210/ETP320	Graduate Diploma Teaching & Learning (GDTL) ETP410/ETP420 & ETP 425/426	Mid Year Graduate Diploma Teaching & Learning (GDTL) ETP410/ETP420 & ETP425/426
06/01–30/01/	5		1							Teaching & Learning 6 2010
02/02–06/02	6		2							
09/02–13/02	7		3							
16/02–20/02	8		4							
23/02–27/02	9		5							
02/03–06/03	10	1	6							Block
09/03–13/03	11	2	7							Block
16/03–20/03	12	3	8							Block
23/03–27/03	13	4	9							Block
30/03–03/04 Census Date	14	5	10							Block
			UNIT TITLE	Teaching & Learning 1	Teaching & Learning 3	Teaching & Learning 5	Teaching & Learning 1	Teaching & Learning 3	Teaching & Learning 1/2/3	Teaching & Learning 6
13/04–17/04	16	7	1	1 day	1 day	1day	1 day	1 day	2 days Wednesday	Block
20/04–24/04	17	8	2	1	1	1	1	1	2	Block
27/04–01/05	18	9	3	1	1	1	1	1	2	Block
04/05–08/05	19	10	4	1	1	1	1	1	2	Block
11/05–15/05	20	11	5	1	1	1	1	1	Block	Block
18/05–22/05	21	12	6	1	Block	Block	1	Block	Block	
25/05–29/05	22	13	7	1	block	Block	1	Block	3 days	
01/06–05/06	23	Revis	8	1	Block	Block	1	Block	3	
08/06–12/06	24	Exam	9	1			1		3	
15/06–19/06	25	Exam	10	1			1		3	
22/06–26/06	26	Break	Term 2 Break Mid Year Schools and CDU							
29/06–03/07	27	Break								
06/07–10/07	28	Break								
13/07–17/07	29	Break								
			UNIT TITLE	Teaching & Learning 2	Teaching & Learning 4	Teaching & Learning 6	Teaching & Learning 2	Teaching & Learning 6	Teaching & Learning 6	Teaching & Learning
20/07–24/07	30	1	1	1 day	1 day	Block (*)	1 day	Block	Block	
27/07–31/07	31	2	2	1	1	Block	1	Block	1 day	
03/08–07/08	32	3	3	1	1	Block	1	Block	2 days	
10/08–14/08	33	4	4	1	1	Block	1	Block	2 days	
17/08–21/08	34	5	5	1	1	Block	1	Block	Block	2
24/08–28/08	35	6	6	Block	Block	Block	Block	Block	Block	3
31/08–04/09	36	7	7		Block	Block		Block	Block	3
07/09–11/09	37	CDU Break	8		Block	Block		Block	Block	3
14/09–18/09	38	8	9			Block		Block	Block	Block
21/09–25/09	39	9	10			Block		Block	Block	Block
28/09–02/10	40	10	Term 3 Break Schools							
05/10–09/10	41	11	1			Block		Block	Block	3
12/10–16/10	42	12	2			Block		Block	Block	3
19/10–23/10	43	Revis	3							3
26/10–30/10	44	Exam	4							
02/11–05/11	45	Exam	5							
09/11–13/11	46		6							
16/11–20/11	47		7							
23/11–27/11	48		8							
30/11–04/12	49		9							
07/12–11/12	50		10							
14/12–18/12	51		Term 4 Break Schools							
	52									

Teaching and Learning Units with accompanying Teaching School Experience.

Bachelor of Teaching and Learning (Preservice) Early Childhood/Primary/Middle years.

In School Assessment refers to assessment that is completed during the Teaching School Professional experience and is either assessed or verified by the Mentor Teacher.

Teaching and Learning units	Content	Teaching School Experience	Teaching School Task Attached to this unit	CDU Assessment that will require verification of work completed or completion of forms
ETP426 Teaching and Learning 6	Teachers' work	10 week block 8 week programming, planning and evaluation to meet NT Professional Standard for Graduating Teachers. A full time teacher's load.	<ul style="list-style-type: none"> Teaching Portfolio Exit Interview demonstration of competence of NT Graduate Standards 	<ul style="list-style-type: none"> Teaching Portfolio (External only) Overall Professional Experience Evaluation Record
ETP320 Teaching and Learning 6 (30cpts)	Teachers' work	12 week block 8 week programming, planning and evaluation to meet NT Professional Standard for Graduating Teachers. A full time teacher's load.	<ul style="list-style-type: none"> Teaching Portfolio Exit Interview demonstration of competence of NT Graduate Standards 	<ul style="list-style-type: none"> Teaching Portfolio (External only) Overall Professional Experience Evaluation Record

Specific Information related to Teaching and Learning 6

Unit Title and Code	Teaching and Learning 6 ETP320/426
Who is the Unit for?	This unit is for two cohorts of students and will be the final placement. ETP426 is for Graduate Diploma of Teaching and Learning Preservice Teachers. ETP320 is for Bachelor of Teaching and Learning.
What is this unit about?	This unit is the final Professional Teaching Experience unit. Students will complete a 10 or 12 week supervised placement that will involve programming, planning, teaching and evaluating learning. This unit has the specific goal of providing students with the opportunity to demonstrate their preparedness to meet the requirements of the Professional Standards for Graduating Teachers in the Northern Territory. Students based in other states and Territories may use similar Standards developed by those jurisdictions.
Who is the CDU contact for this unit?	Lorraine Connell: contact details lorraine.connell@cdu.edu.au or 08 89466149
When are the PreService teachers in the school?	ETP320: 12 week block of Professional Experience See calendar page ETP426: 10 week block of Professional Experience See calendar page <i>(PreService Teachers residing outside the Northern Territory may have to vary these dates slightly to suit local context and holiday periods).</i>
What are the teaching expectations of the PreService Teachers? What do they have to do?	8 weeks of the Professional Experience must comprise continuous teaching duties aligned to the teaching load of a full time teacher in the relevant school context. During the remainder of the Professional Experience the PreService Teacher works as a co professional with the mentor teacher as determined by the classroom context/s. Preservice Teachers will experience Professional Experience in a school that is in the chosen teaching specialty area (i.e. early childhood, primary, middle school, or secondary specialist subject areas) and chosen geographic location. Generally, this block of professional experience is spent in the same school and class or subject area as your previous placement. A Week by Week Guide to <i>expectations and Professional Experience</i> follows this section.

What is the Assessment for the unit that takes place at the school?

- Each Professional Experience unit has one or more 'Teaching School Tasks.' These tasks are a demonstration of the ability of the PreService teacher to use academic learning in a Professional Experience environment. The Teaching School tasks for this unit are the completion of a Teaching Portfolio and the participation in an exit interview.
- The mentor teacher provides regular written and verbal feedback and guidance throughout the entire block of Professional experience.
- Mentor Teachers are required to assess the professional development of the PreService Teacher. After four weeks of continuous teacher the Mentor Teacher goes through the Professional Standards for Graduating Teachers in the Northern Territory (or interstate equivalent) to provide feedback on the areas the PreService Teacher needs to focus on improving. (See the assessment forms in the next section). This process is designed to document the progress of the PreService Teacher toward meeting the Professional Standards for Graduating Teachers. PreService Teachers are also expected to keep a daily Reflective Journal.

What information about the Assessment Tasks is it important for the Mentor Teacher to know?**What is The Teaching Portfolio?**

The Portfolio is the Teaching School task for this unit. The teaching portfolio demonstrates the PreService Teacher can meet the Professional Standards for Graduating Teachers of the Northern Territory as specified at: www.trb.nt.gov.au (or similar in other states).

There are a series of specific competencies that must be demonstrated as the PreService Teacher progresses through the CDU teacher education program. On completion of the course PreService Teachers must demonstrate that they can meet the Graduate Competencies of the Northern Territory Teacher Registration Board or the equivalent Competencies in other states or countries. Further details about the teaching portfolio are available on the e-school site: www.eschool@cdu.edu.au

What is the final Interview?

The final interview is an interview style assessment held during the final weeks of the Professional Experience. PreService teachers use their Teaching Portfolio to demonstrate to a panel comprised of school based personnel their ability to meet the Professional Standards for Graduating Teachers in the Northern Territory (or equivalent) When the Preservice teacher is external to the Northern Territory the process should be applicable to the state or Territory and school's local expectations and guidelines in respect to graduating Preservice Teachers. All questions regarding Exit Interviews external to the Northern Territory can be directed to the Director of Professional Experience on 08 8986 6151 or at lorraine.connell@cdu.edu.au.

What are the interview guidelines and protocols?**The panel will:**

- Simulate normal processes for a job suitability as typically staged in the host school, state or jurisdiction.
- Give critical and reflective feedback about graduation readiness. The panel could be composed of key stakeholders in the school such as the Principal,

- the Assistant Principal, the curriculum co-ordinator, the Professional Learning Leader, the Mentor Teacher.
- Assess if Graduates are close to meeting the *NT Professional Standards for Graduate Teachers*. There are equivalent documents in most states.

Interview suggested format:

Interview Part 1 (15 minutes approx)

Typically an interview might start with a 15 minute professional conversation that centres around a discussion on the preservice teacher's philosophy of teaching and learning and topics/issues relevant to the school or jurisdiction.

Interview Part 2 (30 minutes approx)

The purpose of the interview is for the PreService teacher to focus on the *NT Professional Standards for Graduating Teachers* (or equivalent) and provide a demonstration of their competency using their Teaching Portfolio.

What is the Daily Journal?

Pre Service Teachers continue daily journal noting in-class and in-school activities and including reflection on experiences and teaching. The journal should span the entire period of Professional Experience (day visits plus the block period).

The journal should include a series of entries which detail knowledge and insights gained, problems encountered, solutions applied, and the critical reflections of work as a PreService teacher. There should be a concluding entry that sums up the personal insights and learning in the light of the school context and the theories and ideas gained from work in relevant units.

Entries in this journal can be used as evidence in the Teaching Portfolio. Mentor Teachers are asked to sight this journal.

What placement assessment forms need to be completed?

	Form	By whom	Purpose	Comment
A	Overall professional experience evaluation record.	Mentor teacher and/ or Professional Learning Leader and panel members.	Evidence of competence to meet relevant teaching requirements and overall grading for the unit.	Submit to Professional Experience Office.

Week by Week Suggested Guideline for Teaching and Learning 6

During this period of professional experience PreService Teachers are expected to plan, teach and evaluate for an extended period of time, that is, the majority of the block teaching period. The teaching role should approximate that of a regular classroom teacher.

Week/s	In-class Focal Activities/Tasks	Points to Note
1-2	<p>Preparation for continuous full time teaching period</p> <p>Re-establish rapport with learners, Mentors (and Professional Learning Leaders as applicable); acquaint yourself with the routines, responsibilities, processes, documentation and the teaching areas that full-time teaching will include.</p> <p>Teaching duties should include consecutive learning experiences that provide a foundation for the continuous 8 week teaching block. Complete a teaching plan using a 'learning management plan' and/or other planning approach as relevant to the school for the relevant learning experience sequence/sequences within the 8 week continuous teaching period.</p> <p>Work as a co professional with the Mentor teacher as determined by the classroom context/s.</p> <p>Continue a daily reflective journal.</p> <p>Continue Teaching Portfolio development.</p> <p>Discuss and consider assessment and reporting regimes to be used.</p> <p>Undertake all class routines that would typically be undertaken by the mentor teacher.</p> <p>Participate in all meetings/ professional situations that would typically be undertaken by the Mentor, with Mentor support.</p>	<p>Review the stipulated tasks as these will inform/ scope the teaching activities.</p> <p>Mentor Teachers or Professional Learning Leaders should take time to outline the allocated teaching tasks and to help students feel confident with full time 8 week continuous teaching.</p> <p>The mentors/professional learning leader should also provide an outline of expectations and protocols for continuous teaching.</p> <p>Mentor Teachers or Professional learning leaders are to confirm with PreService teachers their readiness for the 8 week continuous teaching period</p> <p>Where a student is deemed not ready, the Professional Experience Office must be advised immediately and consideration given to initiating an at risk procedure.</p> <p>Mentors are advised to highlight one formal focus learning area daily in order to identify strengths and areas requiring improvement. Mentors are required to give written feedback in a formal feedback and critical reflection session once weekly</p>

Week/s	In-class Focal Activities/Tasks	Points to Note
3 to 8	<p>Full time continuous teaching period</p> <p>Lead the learning experience sequence/s as determined by the classroom context/s.</p> <p>Review classroom management strategies.</p> <p>Undertake assessments and progress evaluations as relevant.</p> <p>Refine 'Learning Management Plan' (LMP) or other relevant teaching and learning plan for the learning experience sequences to reflect findings from weeks 1 and 2.</p> <p>Refine the summary of the teaching and learning sequence/s in consultation with mentor teacher/s to reflect progress towards planned outcomes. Note any modifications to programme and why. Plan in collaboration with the Mentor Teacher the teaching tasks that would normally be undertaken in the classroom.</p> <p>Planning could include:</p> <ul style="list-style-type: none"> • A 'learning management plan' as the chief organiser for each Key Learning Area/ Subject Area taught during the week • Lesson plans for each lesson/unit or series of classroom activities • A mini unit of work for each KLA/ subject area taught during the week and which is informed by its associated 'learning management plan' where relevant. <p>An assessment plan for each KLA/ subject area where relevant.</p> <p>Maintain the reflective journal. Use this daily diary as a reference during weekly formal feedback/ critical reflection sessions.</p> <p>Continue Teaching Portfolio development.</p> <p>Negotiate the requirements for the panel review process staged at the host school. This is an interview style assessment where the evidence collated in the Teaching Portfolio is used to demonstrate Professional Standards for Graduating Teachers in the Northern Territory (or equivalent).</p> <p>Continue feedback/critical reflection with mentor teacher</p>	<p>During the continuous teaching period</p> <p>Inform the preservice teacher of his or her progress with respect to the Professional Standards for Graduating Teachers.</p> <p><i>Week 5</i></p> <p><i>Mentor Teacher and PreService Teacher use the NT Professional Standards for Graduating Teachers or equivalent as a mid-point check.</i></p> <p><i>Preservice Teachers who are found unsatisfactory in 3 or more of the Professional Standards for Graduating Teachers at this checkpoint should be deemed At Risk and a Developmental Strategy developed. Where an At Risk process is initiated, the relevant documentation found in this handbook should be completed and the Professional Experience Placement Team consulted.</i></p> <p>During Week 8</p> <p>Prepare for the formal assessment processes in your final weeks. Mentor Teachers or Professional Learning Leaders (as applicable) are to review progress in these areas.</p>

Week/s	In-class Focal Activities/Tasks	Points to Note
9	<p>Continue full time teaching</p> <p>Lead the learning experience sequence/s as determined by the classroom context/s. Refine planning to ensure essential outcomes are met.</p> <p>Continue to review and revise classroom management strategies.</p> <p>Continue to undertake assessments and progress evaluations.</p> <p>Teaching programs or 'Learning Management Plan/s' should be reviewed to reflect the outcomes of the continuous teaching period thus far.</p> <p>Maintain Reflective Journal.</p> <p>Continue Teaching Portfolio development.</p> <p>Continue feedback/critical reflection with mentor teacher.</p>	
10-12	<p>Complete teaching and learning sequences Finalise your continuous teaching experience.</p> <p>Complete classroom learner assessment and contribute (as appropriate at your host school) to meet school timelines.</p> <p>Continue feedback/critical reflection with mentor teacher.</p> <p>Participate in a panel interview at your host school where you share your Teaching Portfolio and demonstrate competency <i>against NT Professional Standards for Graduating Teachers</i> (or equivalent).</p>	<p>Celebrations and Panel Interview</p> <p>Through the panel interview where PreService teacher provides evidence of his or her readiness to meet the <i>Professional Standards for Graduating Teachers in the Northern Territory or equivalent</i>.</p> <p>Debriefing and reflection session.</p>

This Checklist is to be completed by the Exit Interview Panel at the completion of the Exit Interview. It constitutes an assurance of the Preservice Teacher's demonstration of evidence against the *Professional Standards for Graduating Teachers in the Northern Territory (or interstate equivalent)*. The Preservice Teacher is to include the completed form in their electronic portfolio for use in creation of Resumes and Curriculum Vitae.

NT Professional Standards for Graduating Teachers

Preservice Teacher		Satisfactory Please Indicate	Unsatisfactory Please Indicate
Student No.	Unit ETP320 Unit ETP426 Please circle relevant unit		
School			
Date of Completion			
Mentor Teacher			
Professional Learning Leader (Where applicable)			
PROFESSIONAL ENGAGEMENT 1 Graduate teachers are active members of their profession.	1.1 Graduate teachers can contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.	<input type="checkbox"/> s	<input type="checkbox"/> u
	1.2 Graduate teachers can develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students	<input type="checkbox"/> s	<input type="checkbox"/> u
	1.3 Graduate teachers begin to share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.	<input type="checkbox"/> s	<input type="checkbox"/> u
	1.4 Graduate teachers act with dignity, courtesy and empathy in their relationships with all staff, students, carers and the education community.	<input type="checkbox"/> s	<input type="checkbox"/> u
	1.5 Graduate teachers understand and fulfil their legal and ethical responsibilities.	<input type="checkbox"/> s	<input type="checkbox"/> u
PROFESSIONAL ENGAGEMENT 2 Graduate teachers reflect on, evaluate and improve their professional knowledge and practice.	2.1 Graduate teachers can reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.	<input type="checkbox"/> s	<input type="checkbox"/> u
	2.2 Graduate teachers begin to work collaboratively with others to discuss contemporary issues and research to improve professional practice.	<input type="checkbox"/> s	<input type="checkbox"/> u
	2.3 Graduate teachers identify their own professional learning needs with assistance and plan for and engage in professional development activities as identified in consultation with colleagues.	<input type="checkbox"/> s	<input type="checkbox"/> u
	2.4 Graduate teachers have a repertoire of organisational, technological and administrative skills to help manage their duties effectively.	<input type="checkbox"/> s	<input type="checkbox"/> u
	2.5 Graduate teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities in negotiation with their workplace.	<input type="checkbox"/> s	<input type="checkbox"/> u

PROFESSIONAL KNOWLEDGE 3 Graduate teachers know their students.	3.1 Graduate teachers know how to assess the learning capabilities of their students and are aware of the factors that can influence their learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
	3.2 Graduate teachers recognise and are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.	<input type="checkbox"/> s	<input type="checkbox"/> u
	3.3 Graduate teachers develop an understanding and respect for students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.	<input type="checkbox"/> s	<input type="checkbox"/> u
	3.4 Graduate teachers know the importance of working with and communicating regularly with students' families to support their learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
PROFESSIONAL KNOWLEDGE 4 Graduate teachers know how students learn and how to teach them effectively.	4.1 Graduate teachers know that relationships form the basis of all teaching and learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
	4.2 Graduate teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their developing practice.	<input type="checkbox"/> s	<input type="checkbox"/> u
	4.3 Graduate teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.	<input type="checkbox"/> s	<input type="checkbox"/> u
	4.4 Graduate teachers know how to engage students in active learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
	4.5 Graduate teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
PROFESSIONAL KNOWLEDGE 5 Graduate teachers know the content they teach.	5.1 Graduate teachers have a sound, critical understanding of the content, processes and skills they teach.	<input type="checkbox"/> s	<input type="checkbox"/> u
	5.2 Graduate teachers can articulate the key concepts, skills and content of the curriculum and can demonstrate how they are applied.	<input type="checkbox"/> s	<input type="checkbox"/> u
	5.3 Graduate teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.	<input type="checkbox"/> s	<input type="checkbox"/> u
	5.4 Graduate teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.	<input type="checkbox"/> s	<input type="checkbox"/> u
PROFESSIONAL PRACTICE 6 Graduate teachers plan, program, and assess report for effective learning.	6.1 Graduate teachers use their developing knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.	<input type="checkbox"/> s	<input type="checkbox"/> u
	6.2 Graduate teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for students.	<input type="checkbox"/> s	<input type="checkbox"/> u
	6.3 Graduate teachers know how to monitor student engagement in learning and begin to maintain records and report on student learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
	6.4 Graduate teachers can select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and to inform further planning of teaching and learning.	<input type="checkbox"/> s	<input type="checkbox"/> u

PROFESSIONAL PRACTICE 7 Graduate teachers create and maintain safe and challenging learning environments.	7.1 Graduate teachers develop relationships within classrooms, the school and the wider community that promote a sense of belonging.	<input type="checkbox"/> s	<input type="checkbox"/> u
	7.1 Graduate teachers develop relationships within classrooms, the school and the wider community that promote a sense of belonging.	<input type="checkbox"/> s	<input type="checkbox"/> u
	7.2 Graduate teachers begin to build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered, and where learning is the focus.	<input type="checkbox"/> s	<input type="checkbox"/> u
	7.3 Graduate teachers know how to establish a learning environment that engages and challenges students, and encourages them to take responsibility for their own learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
	7.4 Graduate teachers can use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.	<input type="checkbox"/> s	<input type="checkbox"/> u
	7.5 Graduate teachers know how to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.	<input type="checkbox"/> s	<input type="checkbox"/> u
PROFESSIONAL PRACTICE 8 Graduate teachers use a range of teaching practices and resources to engage students in effective learning.	8.1 Graduate teachers can communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.	<input type="checkbox"/> s	<input type="checkbox"/> u
	8.2 Graduate teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.	<input type="checkbox"/> s	<input type="checkbox"/> u
	8.3 Graduate teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.	<input type="checkbox"/> s	<input type="checkbox"/> u
	8.4 Graduate teachers provide meaningful and constructive feedback to students about their learning.	<input type="checkbox"/> s	<input type="checkbox"/> u

Form A To be sent in

Overall professional experience evaluation record Teaching and Learning 6

This form must be returned to the Professional Experience Office prior to university week 15, semester 1 and 2.

CDU Placement Coordinator
Professional Experience Office, School of Education Building 5
Charles Darwin University NT 0909
Or fax to: 08 8946 6151

Preservice Teacher	
Student No.	Unit ETP320 Unit ETP426 Please circle relevant unit
School	
Class/Year	Subject/Teaching area
Date	
Mentor Teacher	
Professional Learning Leader (where applicable)	

Exit Interview Panel Report			
Membership of Exit Panel			
Name	School Position	Signature	Date
Panel Member 1			
Panel Member 2			
Panel Member 3			
This panel finds that has satisfactorily demonstrated evidence against the professional Standards for Graduating Teachers in the Northern Territory.			
Comments from Panel			

Assessment	Comments	Performance Rating
Portfolio demonstrating Professional Standards for Graduating Teachers in the Northern Territory (or equivalent)		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Exit Interview		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
The Daily journal	Sighted by the Mentor Teacher	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
At Risk Process	Where relevant Instigated/Completed	<input type="checkbox"/> Date Commenced <input type="checkbox"/> Date Completed

Performance rating date: ____/____/____

Each task must be satisfactory to gain an overall Pass for the Professional Experience placement and for the unit.

Overall rating (please circle)

Pass

Fail

Mentor Teacher name and signature.....

Date.....

Preservice Teacher name and signature.....

Date.....

PLL name and signature (where appropriate).....

Date.....

Comments from Mentor Teacher

Students At Risk

When a mentor teacher considers the performance or progress of the preservice teacher to be unsatisfactory, the preservice teacher is deemed '**at risk**' and the 'at risk' assessment form is used.

'**At risk**' is described as 'a risk' to the student's progress toward meeting the graduate teacher competencies and where he or she is not demonstrating the required professional behaviour and skills at a level normally be expected of preservice teachers at that stage of their professional learning.

Mentor teachers are encouraged to implement the 'at risk' process, when necessary, before the mid-point of the professional experience. Some examples where students could require specific assistance could include:

- Classroom management
- Time management
- Commitment to the professional experience
- Personal or family issues affecting performance
- Ability to follow advice
- Written requirements of planning and assessment
- Ability to work in a team

Students in Darwin, Palmerston and Alice Springs

In Teaching Schools where there is a School-based Professional Learning Leader, Mentor teachers are required to consult with the Professional Learning Leader who has charge of this process. It will be the Professional Learning Leader's decision to initiate the '**at risk**' process and to notify the Teaching School coordinator if the 'at risk' procedure needs to be initiated.

In schools where there is no Professional Learning Leader contact the Professional Experience Office for guidance.

All other students

Mentor teachers are required to contact the Professional Experience Office for advice and guidance before initiating an '**at risk**' procedure. A copy of the '**at risk**' should be emailed, posted or faxed to the Professional Experience Office on F: 08 8946 6151 as a record of the '**at risk**' process.

Grading of Teaching and Learning Units

All Teaching and Learning units (with a placement component) are graded PU, ie pass ungraded.

If a student completes all placement requirements satisfactorily but is late in submitting a final assignment for the academic component of the unit then an AC (assessment continuing) result may be given. Tight time restraints apply to these grades so students should discuss any submission date variations with the lecturer before the assessment date given in the unit outline.

If students fail to complete academic work for the unit, but successfully complete the placement a FAIL will be recorded and students will be required to re-enrol and complete all academic requirements again. Discussion about the amount of placement time to be repeated can be had with the Director of Professional Experience.

If a student completes all academic requirements but fails to complete the placement due to illness or failure of the placement itself then the students will be placed on a PO (Practicum Ongoing). The student, after negotiation with the Director of Professional Experience, will repeat all or part of the placement at a suitable time and place. If after this second placement a Fail is still recorded, then a Fail for the unit will be recorded and the student will need to re-enrol, after discussions with the course coordinator.

Establishing “At Risk” status

Preservice teacher:

School:

Date of Deeming: ____/____/____

Mentor teacher:

Any “at risk” procedures must be started by the mid-point of the teaching experience. This will vary depending on whether a student is full-time or part-time.

Key reasons for “at risk” status: (these elements are considered developmental goals):

- 1.
- 2.
- 3.
- 4.
- 5.

Developmental strategy: List strategies to be used to support the student in achieving the developmental goals. A daily report is to be completed using the proforma on next page.

Developmental goals	Developmental strategy	Key support person	Signature of preservice teacher
1.			
2.			
3.			
4.			
5.			

Daily progress report for “at risk” students

Week _____ Day _____ Student's name _____

To be completed at the end of each supported practice day

Assessment day	Progress report	Assessment rating
Developmental goal 1		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 2		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 3		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 4		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 5		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice

Comments (where relevant)

Comments (where relevant)

Signed Preservice teacher _____

Signed Mentor teacher _____

Recommendations: (To be completed at the end of a five-day or other relevant “at risk” period)

- ☐ “At risk” status to be removed and preservice teacher is able to participate successfully in a professional review.
- ☐ Preservice teacher’s in-school experience (or “at risk” status) is to be extended by a period of _____ days for the purposes of additional teaching practice (continue another “at risk” form).
- ☐ Preservice teacher has failed the teaching experience and the Professional Experience Office (and the Teacher School Coordinator- where relevant- will be informed.

Signed Mentor teacher _____

Signed Preservice teacher _____

Signed Professional Learning Leader (where applicable) _____





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